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ABSTRACT

The highly centralized Washington State System of Community Colleges, as created by the Community College Act of 1967, is administered by a governor-appointed state board with one member from each of the seven congressional districts. Reporting to the state board on all revenues and expenditures made are 22 local boards of trustees. A commission for vocational education distributes federal funds to the K-12 and community college systems and solves jurisdictional disputes between the community colleges and vocational-technical schools. Regulations for expenditure of funds are set by the state budget director and the director of general administration. Fifteen percent of the operating budget is derived from tuition of \$100 per quarter plus \$16 for student activities; another 85% is derived through legislative appropriations. This description of the system also touches upon: residence requirements, formula-driven budget models used for both defining resource needs and for distributing resources, resource requirements, enrollment projections, faculty salary schedules, instruction and primary support services, library and learning resource centers, plant operation and maintenance, management information reports, student services, and institutional support. (MB)

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WASHINGTON STATE SYSTEM OF COMMUNITY COLLEGES

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by Dr. Omar H. Scheidt

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UCLA LEADERSHIP CONFERENCE
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WASHINGTON STATE SYSTEM OF COMMUNITY COLLEGES

THE COMMUNITY COLLEGE ACT OF 1967, WAS SIGNED BY GOVERNOR DANIEL EVANS ON APRIL 3, 1967. THIS ACT SEPARATED COMMUNITY COLLEGES FROM COMMON SCHOOL DISTRICTS, FORMING TWENTY-TWO COMMUNITY COLLEGE DISTRICTS. IN GENERAL THE DISTRICTS WERE FORMED ALONG COUNTY OR COMMON SCHOOL DISTRICT LINES.

THE NEW SYSTEM OF COMMUNITY COLLEGES WAS TO PROVIDE (1) AN OPEN DOOR TO EVERY CITIZEN, REGARDLESS OF HIS ACADEMIC BACKGROUND OR EXPERIENCE, AT A COST NORMALLY WITHIN HIS/HER ECONOMIC MEANS; (2) THAT EACH COMMUNITY COLLEGE DISTRICT SHALL OFFER THOROUGHLY COMPREHENSIVE EDUCATIONAL, TRAINING AND SERVICE PROGRAMS TO MEET THE NEEDS OF BOTH THE COMMUNITIES AND STUDENTS SERVED BY COMBINING, WITH EQUAL EMPHASIS, HIGH STANDARDS OF EXCELLENCE IN ACADEMIC TRANSFER COURSES; REALISTIC AND PRACTICAL COURSES IN OCCUPATIONAL EDUCATION, BOTH GRADED AND UNGRADED; AND COMMUNITY SERVICES OF AN EDUCATIONAL, CULTURAL AND RECREATIONAL NATURE; (3) ADMINISTRATION BY STATE AND LOCAL BOARDS WHICH WILL AVOID UNNECESSARY DUPLICATION OF FACILITIES OR PROGRAMS; AND WHICH WILL ENCOURAGE EFFICIENCY IN OPERATION AND CREATIVITY AND IMAGINATION IN EDUCATION, TRAINING AND SERVICE TO MEET THE NEEDS OF THE COMMUNITY AND STUDENTS; (4) FOR THE GROWTH, IMPROVEMENT, FLEXIBILITY,

AND MODIFICATION OF THE COMMUNITY COLLEGES AND THEIR EDUCATION, TRAINING AND SERVICE PROGRAMS, AS FUTURE NEEDS OCCUR; (5) ESTABLISH FIRMLY THAT COMMUNITY COLLEGES ARE, FOR PURPOSES OF ACADEMIC TRAINING, TWO YEAR INSTITUTIONS, AND ARE AN INDEPENDENT, UNIQUE, AND VITAL SECTION OF OUR STATE'S HIGHER EDUCATION SYSTEM, SEPARATE FROM BOTH THE COMMON SCHOOL SYSTEM AND OTHER INSTITUTIONS OF HIGHER LEARNING, AND NEVER TO BE CONSIDERED FOR CONVERSION INTO FOUR-YEAR LIBERAL ARTS COLLEGES.

TO ADMINISTER THE NEW SYSTEM THERE WAS CREATED A STATE BOARD CONSISTING OF SEVEN MEMBERS, ONE FROM EACH CONGRESSIONAL DISTRICT, WHO ARE APPOINTED BY THE GOVERNOR, WITH THE CONSENT OF THE SENATE.

THE STATE COLLEGE BOARD IS RESPONSIBLE FOR THE GENERAL SUPERVISION AND CONTROL OVER THE STATE SYSTEM OF COMMUNITY COLLEGES. THE BOARD IS ALSO CHARGED WITH THE FOLLOWING POWERS, DUTIES AND RESPONSIBILITIES: (1) REVIEW THE BUDGETS PREPARED BY THE COMMUNITY COLLEGE BOARD OF TRUSTEES, PREPARE A SINGLE BUDGET FOR THE SUPPORT OF THE STATE SYSTEM OF COMMUNITY COLLEGES, AND SUBMIT THIS BUDGET TO THE GOVERNOR. (2) ESTABLISH GUIDELINES FOR THE DISBURSEMENT OF FUNDS; AND RECEIVE AND DISBURSE SUCH FUNDS FOR MAINTENANCE AND OPERATION AND CAPITAL SUPPORT OF THE COMMUNITY COLLEGE DISTRICTS IN CONFORMANCE WITH THE STATE AND DISTRICT BUDGETS; (3) ENSURE, THROUGH THE FULL USE OF ITS AUTHORITY, (A) THAT EACH COMMUNITY COLLEGE DISTRICT SHALL OFFER THOROUGHLY COMPREHENSIVE EDUCATIONAL TRAINING AND SERVICE PROGRAMS TO MEET THE NEEDS OF BOTH THE COMMUNITIES AND STUDENTS SERVED BY COMBINING, WITH EQUAL EMPHASIS, HIGH

STANDARDS OF EXCELLENCE IN ACADEMIC TRANSFER COURSES; REALISTIC AND PRACTICAL COURSES IN OCCUPATIONAL EDUCATION, BOTH GRADED AND UNGRADED; AND COMMUNITY SERVICES OF AN EDUCATIONAL, CULTURAL, AND RECREATIONAL NATURE; (B) THAT EACH COMMUNITY COLLEGE DISTRICT SHALL MAINTAIN AN OPEN DOOR POLICY, TO THE END THAT NO STUDENT WILL BE DENIED ADMISSION BECAUSE OF THE LOCATION OF HIS RESIDENCE OR BECAUSE OF HIS EDUCATIONAL BACKGROUND OR ABILITY; THAT INSOFAR AS IS PRACTICAL IN THE JUDGMENT OF THE COLLEGE BOARD, CURRICULUM OFFERINGS WILL BE PROVIDED TO MEET THE EDUCATIONAL AND TRAINING NEEDS OF THE COMMUNITY GENERALLY AND THE STUDENTS THEREOF; AND THAT ALL STUDENTS, REGARDLESS OF THEIR DIFFERING COURSES OF STUDY, WILL BE CONSIDERED, KNOWN AND RECOGNIZED EQUALLY AS MEMBERS OF THE STUDENT BODY; (4) PREPARE A COMPREHENSIVE MASTER PLAN FOR THE DEVELOPMENT OF COMMUNITY COLLEGE EDUCATION AND TRAINING IN THE STATE; AND ASSIST THE STATE CENSUS BOARD IN THE PREPARATION OF ENROLLMENT PROJECTIONS TO SUPPORT PLANS FOR PROVIDING ADEQUATE COMMUNITY COLLEGE FACILITIES IN ALL AREAS OF THE STATE; (5) DEFINE AND ADMINISTER CRITERIA AND GUIDELINES FOR THE ESTABLISHMENT OF NEW COMMUNITY COLLEGES OR CAMPUSES WITHIN THE EXISTING DISTRICTS; (6) ESTABLISH AND ADMINISTER CRITERIA AND PROCEDURES FOR MODIFYING DISTRICT BOUNDARY LINES; (7) ESTABLISH MINIMUM STANDARDS TO GOVERN THE OPERATION OF THE COMMUNITY COLLEGES WITH RESPECT TO: (A) QUALIFICATIONS AND CREDENTIALS OF INSTRUCTIONAL AND KEY ADMINISTRATIVE PERSONNEL, EXCEPT AS OTHERWISE PROVIDED IN THE STATE PLAN FOR VOCATIONAL EDUCATION, (B) INTERNAL BUDGETING, ACCOUNTING, AUDITING AND FINANCIAL PROCEDURES, (C) THE CONTENT OF CURRICULUM AND OTHER EDUCATIONAL AND TRAINING PROGRAMS, AND THE

REQUIREMENTS, DEGREES, AND DIPLOMAS AWARDED BY THE COLLEGES, AND (D) STANDARD ADMISSION POLICIES; (8) ESTABLISH AND ADMINISTER CRITERIA AND PROCEDURES FOR ALL CAPITAL CONSTRUCTION INCLUDING THE ESTABLISHMENT, INSTALLATION, AND EXPANSION OF FACILITIES WITHIN THE VARIOUS COMMUNITY COLLEGE DISTRICTS; (9) ENCOURAGE INNOVATION IN THE DEVELOPMENT OF NEW EDUCATIONAL AND TRAINING PROGRAMS AND INSTRUCTIONAL METHODS; COORDINATE RESEARCH EFFORTS TO THIS END; AND DISSEMINATE THE FINDINGS THEREOF; (10) EXERCISE ANY OTHER POWERS, DUTIES AND RESPONSIBILITIES NECESSARY TO CARRY OUT THE PURPOSES OF THE 1967 ACT. PLEASE NOTE THAT WITH THE PASSAGE OF THE COMMUNITY COLLEGE ACT OF 1967 THE STATE CREDENTIALING SYSTEM WAS ELIMINATED. AS INDICATED IN THE LISTING OF POWERS AND DUTIES OF THE STATE BOARD A SET OF STATE GUIDELINES WERE DEVELOPED WHICH ARE USED AT THE LOCAL LEVEL. THE COLLEGE PRESIDENT OR HIS DESIGNEE IS RESPONSIBLE FOR DETERMINING THE QUALIFICATIONS OF THE PERSON SEEKING A TEACHING OR ADMINISTRATIVE POSITION. THIS IS ONE AREA WE MAY WANT TO INVESTIGATE IN THE STATE OF CALIFORNIA.

EACH DISTRICT BOARD OF TRUSTEES (FIVE BOARD MEMBERS) IS APPOINTED BY THE GOVERNOR FROM A LIST OF NOMINEES SUBMITTED BY A NOMINATING COMMITTEE COMPOSED OF EACH MEMBER OF THE STATE LEGISLATORS RESIDING WITHIN THE BOUNDARIES OF THE COMMUNITY COLLEGE DISTRICT TO BE SERVED. IN PREPARING THE LIST OF NAMES, THE MEMBERS OF THE COMMITTEE ARE TO GIVE CONSIDERATION TO GEOGRAPHICAL EXIGENCIES, AND THE INTEREST OF LABOR, INDUSTRY, AGRICULTURE AND THE PROFESSIONS.

IN ADDITION TO GENERAL DUTIES ASSIGNED LOCAL BOARDS, THE DISTRICT MUST TRANSMIT A REPORT IN WRITING TO THE STATE COLLEGE BOARD BEFORE OCTOBER 1 OF EACH YEAR WHICH REPORT SHALL CONTAIN

A SUMMARY OF ITS PROCEEDINGS DURING THE PRECEDING FISCAL YEAR, A DETAILED AND ITEMIZED STATEMENT OF ALL REVENUE AND ALL EXPENDITURES MADE BY OR IN BEHALF OF THE DISTRICT BOARDS, SUCH INFORMATION AS IT MAY DEEM NECESSARY OR USEFUL, AND ANY OTHER ADDITIONAL INFORMATION WHICH MAY BE REQUESTED BY THE STATE COLLEGE BOARD. THE DISTRICT BOARDS MAY, WITH THE APPROVAL OF THE COLLEGE BOARD, ISSUE AND SELL REVENUE BONDS FOR THE CONSTRUCTION, RECONSTRUCTION, ERECTION, EQUIPING WITH PERMANENT FIXTURES, DEMOLITION AND MAJOR ALTERATION OF BUILDINGS OR OTHER CAPITAL ASSETS, AND THE ACQUISITION OF SITES, RIGHTS OF WAY, EASEMENTS, IMPROVEMENTS OR PERTINENTS, FOR DORMITORIES, FOOD SERVICE FACILITIES, AND OTHER SELF-SUPPORTING FACILITIES CONNECTED WITH THE OPERATION OF THE COMMUNITY COLLEGE; MAY ESTABLISH AND MAINTAIN NIGHT SCHOOLS WHENEVER IN THE DISCRETION OF THE BOARD OF TRUSTEES IT IS DEEMED ADVISABLE, AND AUTHORIZE CLASSROOMS AND OTHER FACILITIES TO BE USED FOR SUMMER OR NIGHT SCHOOLS, OR FOR PUBLIC MEETINGS AND FOR ANY OTHER USES CONSISTENT WITH THE USE OF SUCH CLASSROOMS OR FACILITIES FOR COMMUNITY COLLEGE PURPOSES. THE COLLEGES ARE RESPONSIBLE FOR ALL EDUCATION FOR ADULTS, WITH THE EXCEPTION OF THE TECHNICAL SCHOOLS WHO MAY STILL OFFER EDUCATION FOR ADULTS. THE COLLEGES MAY CONTRACT WITH THE HIGH SCHOOLS TO OFFER DIPLOMA PROGRAMS.

IN THE STATE OF WASHINGTON THE DISTRICTS ARE CONSIDERED ADMINISTRATIVE UNITS, WITH AN UNDERSTANDING THAT STUDENT RECRUITING BE MAINTAINED WITHIN THE DISTRICT BOUNDARIES. ONE IMPORTANT FACTOR, HOWEVER, IS THAT THE STUDENT HAS THE FREEDOM TO SELECT THE COLLEGE OF ATTENDANCE (A NO PERMIT SYSTEM). IN OTHER WORDS ANY RESIDENT OF THE STATE MAY ENROLL IN ANY PROGRAM OR COURSE MAINTAINED OR CONDUCTED BY A COMMUNITY COLLEGE DISTRICT UPON

THE SAME TERMS AND CONDITIONS REGARDLESS OF THE DISTRICT USE OF HIS/HER RESIDENCE.

IN ORDER TO FACILITATE THE GREATEST POSSIBLE COORDINATION AND COOPERATION BETWEEN AGENCIES OF THE STATE AND THE FEDERAL GOVERNMENT, AND TO CARRY OUT THE PURPOSES AND INTENT OF THE 1967 ACT AND ACTS OF CONGRESS RELATING TO DISTRIBUTION OF FEDERAL FUNDS FOR THE SUPPORT OF VOCATIONAL EDUCATION AND VOCATIONAL REHABILITATION, THERE WAS CREATED THE COORDINATING COUNCIL FOR OCCUPATIONAL EDUCATION TO SERVE AS THE SOLE AGENCY OF THE STATE FOR THE RECEIPT OF FEDERAL FUNDS MADE AVAILABLE BY CONGRESS. UNFORTUNATELY, THE 1967 ACT DID NOT DELINEATE IN SPECIFIC TERMS THE LIMITED POWERS OF THE CCOE. THE CCOE BECAME A THIRD BOARD ADMINISTERING VOCATIONAL EDUCATION INSTEAD OF SERVING AS AN ADVISORY COUNCIL TO THE BOARDS (STATE COLLEGE BOARD AND K-12 BOARD) AS PLANNED. MORE RECENT AMENDMENTS TO THE ACT ELIMINATED THE CCOE AND ESTABLISHED A COMMISSION FOR VOCATIONAL EDUCATION. THE COMMISSION'S MAIN FUNCTIONS ARE TO DIVIDE FEDERAL FUNDS BETWEEN THE K-12 SYSTEM AND THE COMMUNITY COLLEGE SYSTEM, AND TO SOLVE JURISDICTIONAL DISPUTES BETWEEN COMMUNITY COLLEGES AND THE VOCATIONAL-TECHNICAL SCHOOLS. THE VOCATIONAL-TECHNICAL SCHOOLS ARE A PART OF THE K-12 SYSTEM. MANY OF THE DISPUTES BETWEEN COLLEGE DISTRICTS AND VOCATIONAL-TECHNICAL SCHOOLS HAVE BEEN OVER DUPLICATION OF PROGRAMS AND IN THE AREA OF EDUCATION FOR ADULTS. CLEAN UP LEGISLATION SHOULD SOLVE THAT PROBLEM.

AT THE LOCAL LEVEL APPROXIMATELY FIFTEEN PERCENT OF THE INCOME IS GENERATED THROUGH TUITION, GRANTS, ETC. THE PRESENT TUITION RATE IS \$100 PER QUARTER PLUS \$16 PER QUARTER FOR THE SUPPORT OF STUDENT ACTIVITIES. WITHIN THE GUIDELINES SET BY THE STATE

SIXTY PERCENT OF ALL GENERAL TUITION FEES, ALL INCIDENTAL FEES, AND ALL OTHER INCOME WHICH THE TRUSTEES ARE AUTHORIZED TO IMPOSE ARE DEPOSITED AS THE TRUSTEES MAY DIRECT. THE DISTRICTS IN THE STATE OF WASHINGTON ARE NOT REQUIRED TO WORK THROUGH A COUNTY AGENCY AS IN CALIFORNIA. WE MAY WANT TO EVALUATE THE NEED FOR THIS DUPLICATION OF SERVICES. IF THE BOARD DESIRES THE LOCAL FUNDS MAY BE TRANSFERRED TO THE STATE TREASURER.

TO FINANCE CONSTRUCTION FORTY PERCENT OF THE TUITION COLLECTED IS PLACED IN A STATE BOND REDEMPTION FUND. THE TUITION INCOME HAS NOT BEEN ABLE TO SUPPORT THE DEMANDS FOR NEEDED CAMPUS CONSTRUCTION. THE LEGISLATURE HAS THE AUTHORITY TO PROVIDE ADDITIONAL FUNDING FOR CONSTRUCTION.

THE RULES AND REGULATIONS FOR EXPENDITURE OF FUNDS AND ACCOUNTING PROCEDURES ARE SET BY THE STATE BUDGET DIRECTOR. THE DIRECTOR OF GENERAL ADMINISTRATION, THROUGH THE DIVISION OF PURCHASING, ESTABLISHES THE PROCEDURES FOR PURCHASES OF ALL MATERIALS, SUPPLIES, EQUIPMENT NEEDED FOR THE SUPPORT, MAINTENANCE AND USE OF COMMUNITY COLLEGES. EXCEPTIONS ARE ALLOWED FOR LOCAL PURCHASES.

EIGHTY-FIVE PERCENT OF FUNDING FOR OPERATING THE WASHINGTON COMMUNITY COLLEGES IS ALLOCATED VIA LEGISLATIVE APPROPRIATION. THE WASHINGTON COMMUNITY COLLEGE SYSTEM MAKES EXTENSIVE USE OF FORMULA-DRIVEN BUDGET MODELS BOTH FOR DEFINING RESOURCE NEEDS FOR PURPOSES OF LEGISLATIVE BUDGET REQUESTS, AND FOR DISTRIBUTING RESOURCES AMONG THE TWENTY-TWO COMMUNITY COLLEGE DISTRICTS FOLLOWING LEGISLATIVE APPROPRIATIONS. BECAUSE OF THE NUMBER OF COLLEGES INVOLVED AND THE NUMBER AND COMPLEXITY OF THE FORMULAS THAT ARE EMPLOYED, A FULLY AUTOMATED COMPUTERIZED MODEL IS USED TO GENERATE FORMULA RESULTS. A STANDARDIZED DOCUMENT KNOWN AS THE COOKBOOK

HAS BEEN DEVELOPED SO THAT EACH COLLEGE DISTRICT IS ABLE TO PROVIDE COMMON DATA FOR USE IN THE COMPUTERIZED MODEL.

THE RESOURCE REQUIREMENTS DEFINED BY THE VARIOUS BUDGET FORMULAS REFLECT CERTAIN OPERATING STANDARDS SUCH AS RATIOS OF STUDENTS TO FACULTY, SQUARE FEET SERVICED PER CUSTODIAN, MAINTENANCE PER DOLLAR OF BUILDING REPLACEMENT COSTS, ETC. ALTHOUGH THE STANDARDS HAVE GENERALLY BEEN ACCEPTED AS REASONABLE BY EXECUTIVE AND LEGISLATIVE FUNDING DECISION MAKERS, SCARCITY OF RESOURCES HAS RESULTED IN SUBSTANTIAL SEGMENTS OF THE BUDGET MODEL BEING FUNDED AT LESS THAN 100 PERCENT OF FORMULA. WHEN USED BY THE COMMUNITY COLLEGE SYSTEM IN SEEKING LEGISLATIVE APPROPRIATIONS, DECISIONS MUST BE MADE REGARDING THE LEVEL OF SUPPORT (PERCENT OF FORMULA) TO BE REQUESTED. SIMILARLY, THE LEGISLATIVE APPROPRIATIONS MAY VARY FROM THE SUPPORT LEVELS REQUESTED BY THE COLLEGES. WHEN USED TO DISTRIBUTE RESOURCES AMONG THE COLLEGES, REQUIREMENTS FOR EACH INSTITUTION ARE COMPUTED AT 100 PERCENT OF FORMULA, THE ALLOCATIONS MUST BE REDUCED ACCORDINGLY. THE BUDGET MODEL IS COMPOSED OF FIVE MAJOR COMPONENTS; INSTRUCTION AND PRIMARY SUPPORT SERVICES, LIBRARY AND LEARNING RESOURCE CENTERS, PLANT OPERATION AND MAINTENANCE, STUDENT SERVICES AND INSTITUTIONAL SUPPORT. THE INSTRUCTIONAL FORMULA PROVIDES FUNDS FOR FACULTY SUPERVISION, SUPPORTING PERSONNEL UTILIZED IN THE INSTRUCTIONAL AREA, AND FOR THE SUPPLIES, EXPENSE AND EQUIPMENT REQUIRED IN THE CONDUCT OF ACADEMIC AND VOCATIONAL PROGRAMS. THE NUMBER OF STUDENTS AND THEIR DISTRIBUTION AMONG THE VARIOUS INSTRUCTIONAL DISCIPLINES ARE THE PRIMARY DETERMINANTS OF RESOURCE NEEDS FOR INSTRUCTION.

THROUGH STUDIES OF ACTUAL COMMUNITY COLLEGE EXPERIENCE, STUDENT-FACULTY RATIOS HAVE BEEN DETERMINED. IN ADDITION, AVERAGE COSTS PER FULL-TIME EQUIVALENT STUDENT HAVE BEEN ESTABLISHED FOR SUPPORTING STAFF AND NON-LABOR EXPENDITURES FOR EACH MAJOR CLUSTER OF COURSES.

ENROLLMENT PROJECTIONS ARE ESTABLISHED FOR EACH DISTRICT AS THE PRIMARY DRIVER FOR THE INSTRUCTIONAL FORMULA. VARIATION IN THE COMPOSITION OF DISTRICT INSTRUCTIONAL PROGRAMS IS RECOGNIZED THROUGH THE USE OF DIFFERENTIATED STUDENT-FACULTY RATIOS AND INSTRUCTIONAL SUPPORT COSTS FOR COURSES FALLING IN THE VARIOUS COURSE CLUSTERS. THE COURSE GROUPINGS ARE (1) BUSINESS ADMINISTRATION, (2) SCIENCES, (3) MATHEMATICS, (4) SOCIAL SCIENCES, (5) HUMANITIES, (6) HEALTH AND PHYSICAL EDUCATION, (7) EDUCATION, WHICH MAKE UP THE ACADEMIC COURSE GROUPINGS (8) BUSINESS AND COMMERCE, (9) DATA PROCESSING, (10) HEALTH SERVICES AND PARAMEDICAL, (11) MECHANICAL AND ENGINEERING, (12) NATURAL SCIENCE, (13) PUBLIC SERVICE RELATED, (14) OCCUPATIONAL SUPPORT, MAKE UP THE VOCATIONAL PROGRAMS. EACH COLLEGE PROJECTS THE ANNUAL AVERAGE FTE FOR EACH COURSE GROUPING. BECAUSE A REPAYMENT PENALTY IS INVOLVED FOR OVER PROJECTIONS THE COLLEGES ARE ENCOURAGED TO UNDER PROJECT ENROLLMENT. THERE IS NO ROOM FOR ERROR SINCE A PENALTY IS APPLIED IF THE COLLEGES ARE ONE FTE BELOW PROJECTION. THE FUNDS ALLOCATED PER FTE FOR INSTRUCTION OVER PROJECTION MUST BE RETURNED TO THE GENERAL FUND, OTHER ALLOCATIONS FOR SUPPLIES, MAINTENANCE ARE NOT RETURNED. FOR EXAMPLE, LAST YEAR THE STATE SYSTEM WAS UNDER PROJECTION BY 300 FTE'S AND \$400,000 HAD TO BE RETURNED TO THE STATE. THE CONCEPT IS TO OVER ENROLL, HOWEVER, ALL TUITION

COLLECTED ABOVE THE COLLEGE ESTIMATED FTE IS TRANSFERRED TO THE STATE GENERAL FUND. THE PROCEDURE IMPLIES A CAP ON ENROLLMENT SINCE THERE IS NO IMMEDIATE BENEFIT TO THE COLLEGE FOR OVER ENROLLMENT.

IN ADDITION, FORMULA PROCEDURES ARE DESIGNED TO MINIMIZE DIFFERENCES IN FACULTY SALARY SCHEDULES BY FUNDING FACULTY POSITIONS AT LOWER RATES IN DISTRICTS WHERE FACULTY SALARIES ARE HIGHER THAN AVERAGE, AND AT HIGHER RATES WHERE SALARIES ARE BELOW AVERAGE. THIS IS ACCOMPLISHED THROUGH THE USE OF A HYPOTHETICAL SALARY SCHEDULE THAT IDENTIFIES SUCH DIFFERENCES.

THERE ARE TWO MAJOR COMPONENTS OF THE LIBRARY MODEL:

(1) A PROVISION OF RESOURCES FOR THE ACQUISITION AND MAINTENANCE OF LIBRARY COLLECTION UNITS, AND (2) PROVISION FOR THE PROFESSIONAL AND SUPPORT STAFF AND OPERATING COSTS NEEDED TO MAKE LIBRARY RESOURCES AVAILABLE.

THE LIBRARY FORMULA CONTAINS SOME FIXED ELEMENTS PROVIDED TO ALL COLLEGES AND VARIABLE ELEMENTS THAT RELATE PRIMARILY TO THE NUMBERS OF STUDENTS AND FACULTY IN AN INSTITUTION.

TO DETERMINE PLANT OPERATION AND MAINTENANCE FUNDING THE FORMULA PROVIDES MAINTENANCE FUNDS TO COVER STAFFING AND NON-LABOR COSTS FOR THE FOLLOWING SEVEN MAJOR ACTIVITIES: (1) BUILDING MAINTENANCE, (2) JANITORIAL SERVICES, (3) GROUNDS MAINTENANCE, (4) UTILITIES AND UTILITIES MAINTENANCE, (5) ADMINISTRATION, (6) POLICE, FIRE AND SAFETY, AND (7) TRUCKING SERVICES. DIFFERENCES AMONG DISTRICTS ARISE FROM BUILDING CONSTRUCTION, CAMPUS SIZES, LANDSCAPING INTENSITY, AND ENROLLMENT VARIANCES.

BUILDING SQUARE FOOTAGE AND ACREAGE, ADJUSTED FOR KNOWN CHANGES, AND ANNUAL AVERAGE STUDENT HEAD COUNT KEY THE PLANT OPERATION AND MAINTENANCE PROGRAM TO EACH DISTRICT ENTITLEMENT. BUILDING MAINTENANCE REQUIREMENTS ARE BASED UPON THE PREMISE THAT MAINTENANCE EXPENSE IS RELATED TO THE CURRENT REPLACEMENT COST OF THE BUILDINGS.

JANITORIAL NEEDS ARE BASED UPON A SPECIFIC NUMBER OF SQUARE FEET OF BUILDING SPACE PER EMPLOYEE. JANITORIAL NON-LABOR OPERATION COSTS ARE BASED UPON AN AMOUNT PER JANITORIAL POSITION. GROUNDS MAINTENANCE IS RELATED TO THE ACREAGE OF EACH DISTRICT AND THE DEGREE AND INTENSITY OF LANDSCAPING. UTILITY COSTS IN RELATION TO THE FACILITIES THAT ARE BEING OPERATED. OTHER FORMULAS BASED ON SQUARE FOOTAGE, NUMBERS OF STUDENTS AND STAFF AND TOTAL PLANT OPERATING COSTS ARE USED TO GENERATE A PROVISION FOR ADMINISTRATION, POLICE, FIRE AND SAFETY, AND TRUCKING SERVICES. AN AMOUNT FOR BUILDING RENTALS IS BASED UPON ACTUAL AND PROJECTED RENTAL COMMITMENTS FOR EACH DISTRICT.

THE STUDENT SERVICES FORMULA PROVIDES A BASIC COMPLEMENT OF STAFF REGARDLESS OF COLLEGE SIZE. BEYOND THAT, IT ALLOWS FOR A VARIABLE STAFF REQUIREMENT RELATED TO THE SIZE OF HEAD COUNT STUDENT ENROLLMENTS. IN COMPUTING THE VARIABLE STAFFING COMPONENT, OFF CAMPUS STUDENT ENROLLMENTS ARE DISCOUNTED TO SIXTY-EIGHT PERCENT OF THEIR VALUE ON THE ASSUMPTION THAT SUCH STUDENTS CANNOT AVAIL THEMSELVES OF SERVICES TO THE SAME DEGREE AS ON-CAMPUS ENROLLEES. NON-LABOR OPERATING COSTS ARE RELATED TO TOTAL STAFF DOLLAR REQUIREMENTS BASED UPON THE HISTORICAL RELATIONSHIP THAT ONE HAS BORNE TO THE OTHER.

REQUIREMENTS FOR INSTITUTIONAL ADMINISTRATIVE AND GENERAL EXPENSE FUNCTIONS ARE BASED UPON A VARIETY OF FIXED AND VARIABLE STAFFING DETERMINATIONS. SEPARATE FORMULAS ARE USED FOR BASIC ADMINISTRATIVE STAFF PLUS PERSONNEL IN SUCH SUPPORT FUNCTIONS AS PURCHASING, CASHIERING, PAYROLL, PERSONNEL, BUDGETING, ACCOUNTING AND REPORTING. NON-LABOR OPERATING COSTS ARE THEN PROVIDED IN SUCH HISTORICAL RELATIONSHIP TO TOTAL DOLLAR REQUIREMENTS FOR STAFFING.

THE WASHINGTON COMMUNITY COLLEGE SYSTEM HAS ESTABLISHED A SERIES OF MANAGEMENT INFORMATION REPORTS WHICH PROVIDE EXTENSIVE DATA ON STUDENTS, COURSES, PHYSICAL FACILITIES, VOCATIONAL PROGRAMS, FACULTY AND STAFF PERSONNEL, AND EQUIPMENT INVENTORIES. THESE MANAGEMENT INFORMATION SYSTEM (MIS) REPORTS ARE THE SOURCE OF MUCH OF THE DATA NEEDED TO RUN THE OPERATING BUDGET MODELS.

CAPITAL CONSTRUCTION PROJECTS, AS IN CALIFORNIA, ARE DETERMINED ACCORDING TO A STATE FORMULA AND PRIORITIZED AT THE STATE LEVEL. IN DETERMINING CAPITAL NEEDS THE STATE OFFICE HAS DEVELOPED A CAPITAL ANALYSIS MODEL (CAM) WHICH IS A METHOD FOR QUANTITATIVE EVALUATION OF THE ADEQUACY OF ON-CAMPUS FACILITIES OF WASHINGTON COMMUNITY COLLEGES. THE CAM CONTAINS A VARIETY OF SPACE FACTORS, BUT ALL ARE RELATED TO DAYTIME, ON CAMPUS FTE STUDENT ENROLLMENT. FOR CLASSROOM AND SCIENCE LABORATORY SPACE, RATES OF UTILIZATION AND SQUARE FEET PER STUDENT STATION ARE BUILT INTO THE CAM, ALONG WITH ASSUMED DEMAND FOR FTE. FOR LIBRARY FACILITIES, STUDENT SERVICES AND ADMINISTRATIVE OFFICE SPACE, AND STUDENT ACTIVITY SPACE, EACH SUBCATEGORY OF USE IS DEFINED IN A SPACE ALLOWANCE PROVIDED. FOR FACULTY OFFICES, ASSUMPTIONS ABOUT STUDENT-FACULTY

RATIOS AND OFFICE AREA PER OCCUPANT ARE USED TO DEVELOP A PER FTE FACTOR. FOR MUSIC AND ART, THEATER/AUDITORIUM, AND FOR CENTRAL WAREHOUSING, RECEIVING AND CAMPUS MAINTENANCE SHOPS, A GENERALIZED SQUARE FOOT PER FTE IS USED. FOR PHYSICAL EDUCATION, A GENERALIZED PER STUDENT FACTOR BASED ON THE MINIMUM P.E. FACILITY SIZE IS USED. THE CAPITAL ANALYSIS MODEL APPEARS TO BE EQUITABLE IN DETERMINING FACILITIES NEEDS; HOWEVER, THE IMPLEMENTATION OF THE MODEL CANNOT BEAT THE POLITICAL ASPECTS. EACH LEGISLATOR OF A COMMUNITY COLLEGE DISTRICT WANTS A FACILITY FOR HIS COLLEGE AND ALL CRITICIZE THE STATE OFFICE FOR PUTTING TOGETHER A POLITICAL BUDGET. AS YOU MAY CONCLUDE FROM MY BRIEF REMARKS, THE WASHINGTON SYSTEM IS HIGHLY CENTRALIZED AND DIRECTED FROM THE STATE OFFICES LOCATED IN OLYMPIA.

IN CLOSING I SHOULD LIKE TO QUOTE THIS MESSAGE WRITTEN BY DORTHY MARTIN, ACCOUNTANT, GREENRIVER COMMUNITY COLLEGE, SHORTLY AFTER THE PASSAGE OF THE WASHINGTON COMMUNITY COLLEGE ACT OF 1967:

"THE COMMUNITY COLLEGE ACT OF 1967"

THE COMMUNITY COLLEGE ACT OF 1967,
SEEMED AN ANSWER TO OUR PRAYERS, STRAIGHT FROM HEAVEN.
WE GATHERED ROUND THE COFFEE CUPS TO SHOUT AND SING.
WHEN SUDDENLY THAT 'OLE TELEPHONE BEGAN TO RING.
WE'RE GOING TO RUN YOUR PAYROLL AND DO YOUR PURCHASING TOO!
COME ON DOWN TO OLYMPIA, AND WE'LL SHOW YOU WHAT TO DO!
SO DOWN TO THE CAPITOL WE WENT TWO BY TWO,
TO LISTEN TO THE BIG BOYS TELL US WHAT TO DO.
FIRST CAME THE STAFF, THE HALT AND THE LAME--
GUESS WE HAVE NO ONE BUT CIVIL SERVICE TO BLAME.
THEN THE FORMS STARTED TO FLOW LIKE A RIVER GONE MAD,
AND WE BEGAN TO WONDER IF WE'D REALLY BEEN HAD.
FIRST WE WENT TO PAYROLL WHERE THE COMPUTER SAVES TIME,
BUT CODE IN THE WRONG SYMBOLS, AND YOU DON'T GET A DIME.
THEN OVER TO PURCHASING TO MEET MR. AYERS,
AND LEARN ALL ABOUT HIS TEN THOUSAND WARES.
BACK FOR ANOTHER SESSION WITH THE C.B.A.
WHERE MR. BRODINE PROMISED TO SHOW US THE WAY.
NOW IN EVERY SPARE MOMENT WE MAY BE FOUND IN OUR NOOK,
WITH OUR HEADS TOGETHER STUDYING "JAKE'S BIG BOOK."
FOLKS, THERE IS SOME LEGISLATION INTO WHICH WE MUST DELVE,
WONDER IF WE COULD PASS AN ACT TO UNITE WITH K THROUGH 12!

UNIVERSITY OF CALIF.
LOS ANGELES

DEC 1978

CLEARINGHOUSE FOR
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